JOURNAL OF EDUCATION.

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, ASSISTANT EDITOR

CONTENTS—JULY 9, 1925

EDITORIALS
- Today Rather Than Yesterday 32
- Mary McSkimmon, President 32
- Air Picture Triumph, May, 1925 32
- Pan-Pacific Conference 32
- Showing Them the Country 32
- From Penn State to Rutgers 33
- Summer Courses Near Home 33
- Utah's Educational Departure 33

THE GREAT EDINBURGH EDUCATIONAL CONFERENCE AND ITS ORIGIN 34
By Lucia Ames Mead

A YEAR OF REMARKABLE ADVANCEMENT 36
By J. W. Crabtree

ASSOCIATION ACCOUNTS 38
By Mrs. Helen T. Hixson

ASSOCIATION AS PUBLISHER 38
By Joy Elmer Morgan

SERVICE TO CLASSROOM TEACHERS 39
By Agnes Winn

THE EDUCATIONAL OUTLOOK 40
By Jesse H. Newlon

THE YEAR'S PROGRESS IN EDUCATION 41
By John J. Tigert

CONVENTION JOTTINGS 42

OTHER NOTEWORTHY MESSAGES HEARD AT INDIANAPOLIS 43
- Progressive Forces 43
By Francis G. Blair
- Professional Organization and the Superintendency 43
By Milton C. Potter
- Why Principals Should Organize 44
By Lawrence S. Chase
- Five Years' Accomplishment 44
By Charles M. Herlihy
- Inculcating American Ideals 44
By Howard Bradstreet
- Programs for Illiterate Adults 45
By Miss Clutie Bloodworth
- State and Local Support 45
By Miss Willie Lawson
- Training Teachers of Citizenship 46
By Henry C. Morrison
- Publicity Projects 46
By E. G. Doudna
- Economics and the Community 46
By J. R. H. Moore
- Problem of Sex Education 47
By Edgar F. Van Buskirk
- Granting of Scholarships 47
By Emma Pritchard Cooley
- Latin in the South 48
By Alexander L. Bondurant
- The Classical Investigation 48
By B. L. Ullman
- The Typewriter in Education 49
By Harry Collins Spillman
- Are We in Step? 50
By Sherman Perry
- Business Aspect of School Activities 50
By Paul H. Seay
- The Bookkeeping Recitation 50
By Jay W. Miller

BOOK TABLE 52

EDUCATION IN ACTION 53

Published Weekly (fifty issues a year) by New England Publishing Company, 6 Beacon Street, Boston, Mass. Subscriptions, $3.00 a year. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Today Rather Than Yesterday

A man is never comfortable in a straw hat of last year unless it is one that can be blocked over into this year's style, and a woman who is willing to wear a last year's suit without some little touch of this year's style can find no place in the life of the day. Every woman's place in even ordinary society is made by her respect for this year's style. This is more and more important every year.

The schools have been slow to appreciate the significance of the todayness in school life. Boys and girls know how things change. There is a season for rolling hoop, jumping rope, playing marbles, etc., and they want a new atmosphere in the school. A teacher needs to know how to inject something new in every subject every few days at least.

William James and Josiah Royce had been teaching the same thing in the same way for several years until it was very monotonous. One year James took Royce's class in philosophy and Royce took the psychology class of James, and a Connecticut superintendent of today, a keen student, had both James and Royce in their regular work, and he took them both the year they exchanged work, and he says that each of them did vastly better work when it was new to them; when they had to master new methods and new vocabulary.

One is old at forty if he lives in his yesterdays. He need not be old at seventy if he has forgotten his yesterdays.

Mary McSkimmon, President

The election of Miss Mary McSkimmon, principal of the Pierce School, Brookline, Massachusetts, as president of the National Education Association, at the Indianapolis meeting on July 2, was especially a professional triumph which no political aspect can dim.

Miss McSkimmon is distinctly a professional educator whose appreciation, personal and professional, has been unprecedented. She was unanimously elected five successive years as president of the Massachusetts State Federation, which combines the State Teachers Association and all other educational associations of the state. This is something never dreamed of, not to say never realized, in any other state.

Miss McSkimmon has never been involved in the politics of the National Education Association.

As principal of a suburban elementary school, a position which she accepted instead of a Boston principalship that awaited her, she has made the Pierce School nobly famous locally and nationally.

Miss McSkimmon has had as notable an

influence in educational and professional functioning as has any woman as superintendent or college president.

She has made no false moves, has run on no administrative rocks or shoals, has been caught in no traditional eddies, has never detoured to escape professional rapids.

Fearless in every crisis, dependable in every emergency, the personification of sincerity, Miss Mary McSkimmon has earned the distinction of being the first president of the National Education Association elected by the delegate body from its own nomination.

Our next week's issue will continue the account of the Indianapolis Convention.

Air Picture Triumph, May, 1925

An ordinary photographic negative May 6, 1925, was placed in a radio-photographic machine in Honolulu, a beam of light played through it and the complicated apparatus began clicking. One-fourth of a second later another machine in New York, 5,136 miles away, began dotting and dashing out a copy of the negative. Twenty minutes later the machine in New York had inked in the last dot of a complete positive—making a success of the transmission of a photograph by radio across the Pacific Ocean.

Seven times this process was repeated, and seven pictures of persons and events connected with the Hawaiian manœuvres of the American army and navy appeared in early afternoon editions of New York newspapers.

This was the first attempt to transmit pictures by radio and telegraph over such a distance. The promoters of the test, the Radio Corporation of America, with the co-operation of the United States army, hailed its success as another stride forward in the development of radio transmission of pictures. Similar attempts six months ago across the Atlantic also were successful, but that test presented neither such distance nor difficulties.

Between Honolulu and New York not a human hand intervened in the process, although four relays were necessary, each accomplished automatically by linked and transmitting devices.

The radio-photographic machine at Honolulu, with its light beam, varying in intensity with the lights and shades of the negatives, started the series of dots, dashes and spaces on the first lap of their journey, twenty-nine miles by telegraph wire to the high-power radio transmitting apparatus at Kahuku, island of Oahu. Automatically the wire currents were changed to radio waves for a 2,372-mile leap across the eastern Pacific to a receiving station at Marshall, California, which turned them again into telegraph current for a 19-mile wire relay to the transmitting station at Bolinas, California, where once more the Kahuku process was repeated to dispatch the picture units on the transcontinental leap of 2,640 miles to the radio receiving station at Riverhead, Long Island. Into wire current once more, and the pictures were delivered at the offices of the Radio Corporation, Broad street, New York.

Pan-Pacific Conference

Dr. Ray Lyman Wilbur, president of Stanford University, is chairman of the Pan-Pacific Conference. This organization will attempt to show that civilians representing five countries, in round-table conferences, can arrive at a mutual understanding of social, racial, immigration and economic problems and by this demonstration set the example for their respective nations. On invitation from representative business men of Honolulu, there will assemble there, in July, carefully selected groups of twenty-five men each from the United States, Canada, Australia, Japan and China. These groups, acting as a fact finding committee, will hold informal sessions for ten or twelve days in July for interchange of opinions, aiming to demonstrate that important results can be accomplished by this method. Professor George H. Blakeslee of Clark University will be the leader of the American group.

Showing Them the Country

South Pittsburg, Tennessee, Wilson New, superintendent, is certainly setting an amazing pace for teachers' vacations.

The last three years the Board of Education has allowed every teacher fifty dollars if six weeks were spent in some educational college or university,

This year the Board of Education substitutes an automobile tour for the college work. About twenty teachers accept this arrangement. Cars are provided with all desirable camping equipment, though the party will stop in hotels often enough to maintain a proper physical and social morale.

The party started on June 8 for Asheville, Richmond, Washington, Philadelphia, New York and Boston. They will proceed to Niagara Falls, Chicago, and Indianapolis for the National Education Association meeting.

Then to Denver, Salt Lake City and the Yellowstone Park; to San Francisco and Los Angeles, and back to Tennessee.

This can be done in the vacation of the Tennessee schools, and with the allowance of the Board of Education it will be entirely feasible.

If any other group of teachers has ever had such a vacation we should like to report upon it. Who can estimate the effect of such a trip upon the schools of South Pittsburg from September, 1925, to June, 1926, upon those teachers for life, upon the community interests of South Pittsburg, upon the children who will be in school this year as long as they live.

Think what it will mean for every city and state they visit! Who can estimate, for instance, what it will mean to Connecticut, Rhode Island, and Massachusetts to have

twenty teachers tell about their visit to the cities, to historical and literary shrines.

Every section of the country could well afford to pay all the expense of those twenty teachers while in that section.

Compare the educational value of such a two months with six weeks in any book work in any institution.

We shall be surprised if Wilson New and South Pittsburg, Tennessee, have not started something of inestimable patriotic as well as educational service to America.

From Penn State to Rutgers

Dr. John Martin Thomas goes from the presidency of Pennsylvania State College to the presidency of Rutgers College, New Brunswick, N.J., succeeding Dr. William H. S. Demarest, who resigned a year ago. President Thomas is one of the few men who has been eminently successful in a denominational college and in a state college. As president of Middlebury College, Vermont, from 1908 to 1921 he made a record in every respect which attracted national attention, and at Pennsylvania State College in four years he has led that institution into "green pastures."

Dr. Thomas is well known in New Jersey, where as pastor of the Presbyterian Church of East Orange for five years he was held in high esteem. President Thomas has the rare gift of being a companionable leader of students and a pal of eminent scholars and educators.

Summer Courses Near Home

Teachers in many different parts of the state will have the opportunity to take professional improvement courses this summer in centres near their homes, according to the plan of Massachusetts university extension which will provide courses in many of the larger cities. Boston, Springfield, Fall River, Worcester, New Bedford, Salem, Brockton, Fitchburg, Lowell, Lawrence, Haverhill, and Taunton are some of the prospective centres for these classes. The subjects include applied educational psychology, educational tests and measurements, methods of teaching English composition, and methods of teaching English in junior and senior high schools.

The particular course which is wanted by the greater number of teachers of each community will be the one given. The teachers of Springfield have already applied for the course in educational tests and measurements by Dr. Edward B. Shaw of the Harvard Graduate School of Education. The early demand for this course was due to the fact that Dr. Shaw will be unable to give more than one course.

All instructors for these classes are men of the highest personal scholarship and teaching ability. Among those engaged are: Dr. David A. Prescott of the Harvard Graduate School of Education; Dr. David Wylie Hamilton, former head of the vocational education department, Washington State College; Robert B. Masterson of Boston Teachers' College and examiner of teachers for the Boston school department; C. A. Henderson, director of the division of psychology, Babson Institute, Wellesley, and C. R. Rounds, formerly of Wisconsin University.

Each subject will be studied in a short unit course of eight lessons. The classes will meet once a week with two sessions on each day. The first session will be held in the afternoon, the second in the evening. The classes will be held in public buildings of central location.

Utah's Educational Departure

The Utah Legislature has made an important departure in the nature and duties of the State Department of Education under the leadership of State Superintendent C. N. Jensen and other influential educators of the state. The leading features of the Bill are as follows:—

"The State Board of Education shall consist of the State Superintendent of Public Instruction, the president of the University of Utah, the president of the Agricultural College of Utah, and six other persons appointed by the governor by and with the consent of the Senate, two each biennium and for six-year terms. In making such appointments the governor is to be influenced only by consideration of merits and fitness, and the appointments shall be made without reference to residence, occupation, party affiliation, religion or sex. The governor may remove any member so appointed for immorality, malfeasance in office, incompetency, or continued neglect of duties. The general control and supervision of the public school system is vested in the State Board of Education, which board shall adopt rules and regulations to eliminate and prevent all unnecessary duplication of work or instruction in any branch or division of the public school system and it shall require the governing boards of such branches and divisions of the public school system to put the same into operation. The State Board of Education shall also promote the establishment of libraries and gymnasiums throughout the state, and shall have power to appoint a secretary, who shall work under the direction of the State Superintendent of Public Instruction. The salary of the secretary shall be fixed by the State Board of Education and approved by the State Board of Examiners. The board shall have the power to call to its assistance expert help to promote libraries and gymnasiums whenever needed. The actual and necessary traveling expenses incurred by such help and the salary of the secretary shall be paid from the contingent fund of the State Board of Education, upon the presentation of properly certified and approved vouchers."

The Great Edinburgh Educational Conference and Its Origin

By LUCIA AMES MEAD

There are over 300 international organizations in this modern world in which the radio and phono-film are annihilating time and space and making the huge globe shrink smaller and smaller day by day. Of these 300 the International Postal Union, the International Institute of Agriculture, with its headquarters in Rome and now twenty years old, and the World Federation of Education Associations, which is two years old, deal with the most fundamental international relations. Every one of these originated in the thought of an American. Mr. Blair, head of the American postal system, first suggested in 1862 the idea of an international Postal Union, out of which idea came a dozen years later the definite organization with headquarters at Berne. It was to a citizen of Sacramento, David Lubin, that the world owes, not only the conception, but largely the accomplishment of the International Institute of Agriculture, which has been of value to the extent of several billion dollars a year in the elimination of gambling in stock exchanges on the great staples of life and among other things as being a clearing-house of world information for fifty-seven different nations.

Now the World Federation of Education Associations is about to hold its first biennial meeting in Edinburgh and bring delegates from over fifty nations as it did at its first meeting in San Francisco two years ago. The coming meeting will draw hundreds of Americans and about 2,000 in all, although only a few will be accredited voting delegates. Among the foreign notables who will address this important gathering will be H. G. Wells, who as historian as well as novelist stands in the forefront of English letters. From India, with thirty university men, will come the dark-eyed poet, philosopher and teacher, Rabindranath Tagore, a winner of a Nobel prize for literature and one of the saintly, spiritual leaders of modern thought. Not the least interesting of the British speakers will be Professor Patrick Geddes, botanist, biologist, archaeologist, and par excellence, city planner. Years ago he moved his little family into the slummiest of slums in the steep street ending in the Canongate near the Edinburgh Castle, and there he and his wife made friends with the rough tenants, and gradually got torn down or made over the dark, congested tenements. Whitewash and friendly example did wonders for the whiskey-drinking, neglected folk. Canongate is a different place today. At the top near the Castle stands the Outlook Tower, planned by Professor Geddes to give a new and vivid conception of the smaller and larger world that every Scotsman belongs to. Here will come hundreds of people from the conference. On each floor is painted a map. On one story that of Europe; on the next, Great Britain; then, successively, maps of Scotland and of Edinburgh, all oriented to the points of compass with the walls covered with pictures and the cases full of objects that correspond to the locality illustrated, a unique product of a fertile mind. Professor Geddes, well known from his visits to America, has been called to India to study its cities, and has helped to revolutionize them in the interests of sanitation, comfort and beauty. Among other British speakers at the biennial will be Lady Astor, Sir Michael Sadler, of Oxford, the Duke of York, the British Premier, E. J. Sainsbury, chairman of Committee of International Relations, and many others known in the educational world. From China will come one of the vice-presidents of the Federation, P. W. Kuo of Shanghai; from Japan, Sawaynagi, one of the directors, with A. Kavadas from Greece. From France will come M. Paul Desjardins with others, and from Germany Dr. N. Reinhard Strecker. From America go President MacCracken of Vassar College as a speaker, together with Miss Olive Jones and other former presidents of the National Education Association; Professor Paul Monroe, now making a survey of the Philippine Islands for the government; Dr. Fannie Fern Andrews, secretary of the American School Citizenship League; Dr. W. C. Bagley, Rev. Anna Garlin Spencer, and others who have specialized in social problems. Several college presidents are in the American group, and Judge George W. Anderson of Boston will be an observer. Mrs. Cora Wilson Stewart of Kentucky, chairman of the committee on illiteracy, is facing not only nearly ten per cent. illiteracy in our own country but the sixty and eighty per cent. illiteracy in enormous areas of the world. The secretary of the committee on character education will be Milton Fairchild of Washington, D.C.

All phases of education are to be discussed: early and late elementary education, secondary education, health education, history and the international viewpoint, and college education. Under the topic of World Civics Dr. Arthur Dunn of Washington will report on how to carry on effectively a study of this character, and whether it should include the elementary principles of international law; how far students should learn about the codification of international law, about treaties and agreements, courts of international justice, the League of Nations, etc.; whether there should be made a collection by means of committees of textbooks from different countries and an

offer of suggestions as to the most valuable materials which they may obtain. One subject of moment will be the teaching of geography in combination with world history in order that one may supplement the other. The Federation will consider what phases of literature, music and art may be susceptible of universal application; how the study of science in relation to the world community may be carried on; how the radio, victrola, the films may be used to serve the general purpose of education. The new phono-film offers enormous possibilities in wholesale education of adults in illiterate regions.

Under college education, the exchange of teachers internationally will be considered, likewise how the Federation can co-operate with the Guggenheim Foundation which sends abroad for a year's study carefully selected professors and students for special research. There will be discussion as to the specific training needed to help teachers to teach in world terms. No subject on the docket will be more important than this. Those whose highest aim has been to Americanize every child will learn that the highest aim for every one is to civilize every child and make him see his kinship with every other child on earth, banishing race prejudice, conceit and arrogance. No speaker will more thoroughly appreciate attainments in this direction than the accomplished President Kuo of the Southeastern University of Nanking.

Augustus O. Thomas, superintendent of education in Maine, is to be the presiding officer. Over a year ago he was so fortunate as to enlist the interest of Mr. Raphael Herman of Washington, D.C., a wealthy, public-spirited man, who following the example of Edward Bok and Edward A. Filene, offered a prize for an educational plan calculated to produce world peace. The prize of $25,000 was awarded last January to the distinguished and veteran educator, ex-President David Starr Jordan of Palo Alto, California. Out of several thousand plans of about 5,000 words each, this plan, a very simple one, was selected as being the most practical. It will be presented to the biennial meeting for incorporation in its plans. It lays out a scheme for many committees to carry out various features of education that can and should be used universally with suitable local modifications and which would tend to bring about a better understanding between nations. Today French children and German children are being taught diametrically opposite statements about the World War and textbooks are serving to keep up revenge and bitterness which may in another generation cost the world millions of lives and fabulous sums unless education calls a halt.

ORIGIN OF THE FEDERATION

The origin of the Federation was the appointment in 1921 at the annual meeting of the National Education Association of a committee on Foreign Relations. This began almost at once to organize a world conference on education. In 1913, the National Education Association had arranged an International Congress on Education, which was held in Oakland, California, in 1915 at the beautiful Panama-Pacific International Exposition. In 1914, the President of the United States, following a resolution passed by the Senate and House of Representatives, authorizing such an international congress, sent invitations to all foreign governments accredited to the United States. Educational bodies in other countries were asked to send delegates and thirty nations officially did so. This conference, which came after the World War had been raging for a year and which included representatives of both sides at war, as I understand, felt deep responsibility in laying foundations for a new world order. They said in their declaration of principles:—

> Of all the institutions working for the unification of mankind and the improvement of the social welfare, the school stands first, and, in consequence, the importance of a stand to be taken by those who direct public education and those who teach in the schools can hardly be overestimated. What our civilization will be a quarter of a century hence will depend very largely on the attitude assumed toward these new questions of international relations by those who are responsible for the direction of public education in all lands and nations.

There had been earlier international congresses on education held in this country, one in connection with the World Fair of 1893. The most continuous and extensive work in creating international good-will and understanding was that done by the American School Citizenship League, with headquarters in Boston, which began under the title of the American School Peace League. The National Education Association endorsed the work of this League and said in 1915 that it hoped that in the future similar school peace leagues might become active forces in all foreign lands. Through the efforts of Philander Claxton, for twelve years our very able Commissioner of Education and vice-president of the School Peace League, our government suggested to the Netherland Government the calling of an International Conference on Education. This was to be governmental, co-ordinate in diplomatic functions with the Hague Conference. In 1912 and 1913, Fannie Fern Andrews, Ph.D., secretary of the School Peace League, had visited the ministers of Foreign Affairs and of Education, explaining the chief objective, which was the organization of an International Bureau of Education. The Netherland government sent out the invitation for a conference to be held in September in 1914. Sixteen nations, including all the great nations except Germany, accepted. But, alas! before September, 1914, educators and everyone else were thinking of machine guns and bombs, and little

(Continued on Page Fifty-one.)

A Year of Remarkable Advancement

By J. W. CRABTREE

Secretary, National Education Association

The Association is out of debt. Owing to the failure of members in agricultural sections of the country to pay membership dues year before last there was a deficit June 1, 1924, of $30,811.23. This deficit was a source of worry to officers, and a cause of sleepless nights during a portion of the year at the headquarters office. The amount was too great to be paid off in one year. The plan was to pay one-third of the deficit this year, one-third next year, and the remaining one-third the year following. All were surprised to find on June 1, 1925, that the whole deficit had been wiped out and that it had been replaced by a balance of $4,155.35. The balance is small but encouraging in view of the anticipated deficit of $20,000. The Association will now need to borrow only to cover the summer period when weekly receipts run very low.

MEMBERSHIP GROWTH, TURNOVER

There has been encouraging growth in membership from year to year. At first membership was more stable than at the present time. It consisted largely of those in administrative positions and those who held positions in the larger system of schools. Now that there is a more complete enlistment of the profession the membership begins to show the natural turnover in the profession.

NEW MEMBERSHIP DIVISION

The Association has been establishing divisions all along to render services demanded by the profession. It has every year appropriated liberally for the use of committees. It left to the last, the establishment of the membership division, which with the business division is responsible for getting the income to meet the expenses of these important service divisions. In March it became evident to all that the new division was essential to the continued growth and prosperity of the Association. It was created, while too late to materially affect this year's income, yet in time to make adequate preparation for next year.

RETAIN SERVICE DIVISIONS AND 64-PAGE JOURNAL

In view of the possibility of increased income through the new membership and business divisions, the recommendation is made to appropriate funds for continuing the work of present service divisions, allowing for a fair degree of development and to continue to publish the Journal on the sixty-four page basis provided the members of the executive committee, members of the Board of Directors, secretaries of state associations and delegates of the Representative Assembly give their enthusiastic approval of the plan. This means heavier expenses than for the past year. There is no doubt that we can more than make ends meet again next year following this plan, if all take the optimistic view.

ECONOMIES OBSERVED

Do not count on more extensive economies in the divisions, for the savings have already reached the point of interfering with efficiency. Do not count on more work out of the clerks, for the pressure has been so great the past year that many have worked over hard. The unusual amount of sickness during the past few months has been due in part to the nervous strain caused by the feeling of responsibility and by hard work on the part of these faithful and loyal girls. Heads of divisions show the results of the strain also. Permit me to explain, however, that not one of these complains of the load. Each one has been anxious to do more than his part.

BUDGET ON HISTORICAL BASIS

The system of accounts was revised in 1923 and under its provisions a new type of budget was started last year. There was no historical basis in 1924 for this budget except the one annual report. There will be a historical basis this year item by item covering the expenditures of 1923-24 and 1924-25. It will be possible hereafter to make a safer and more workable budget. The arrangements last year worked out remarkably well considering that it was the first attempt to get on the more complete budget basis which Presidents Dr. Owen and Miss Jones looked ahead to and arranged for and which President Newlon seeks to improve and establish.

SALARIES

The salaries of members of the headquarters staff are low considering the high cost of living in Washington. Salary increases of ten to twenty-five per cent. should be made during the present year if possible. The superintendent, college professor or other educator very properly increases his annual income by accepting honorariums for addresses. This opportunity is not open to the staff. All honorariums received by them are turned over to the Association. Over two thousand dollars of the income for the past year was from this source.

ULTIMATE TRIUMPH OF RIGHT

The victory of the opposition to the Child Labor Amendment is not final. This type of question can only stay settled when settled right. The pendulum will soon swing back to normal. Every state legislature will need to face the question again at the next session and the next, until settled in the interest of childhood. The state can hardly put up permanently with the injury to child growth and child

health caused by shop and factory practices and conditions in many centres of population. President Sims of Wisconsin, chairman of the Committee of One Thousand, with the help of co-operating organizations, won an easy battle for the amendment in his own state where he appeared personally before the Senate and Assembly. With this help he could have won out in other states had he been provided with funds for perfecting the organization and for getting the actual facts before members of the legislature. The committee very properly desires to continue the fight. President Sims believes in the ultimate triumph of right.

STUDY OF DEPARTMENT BENEFITS ALL

The Department of Superintendence has conducted a study on the curriculum at a cost of several thousand dollars to the department. The results of this study in these days of all inclusive participation in school policies and school organization mean as much to principals and teachers as to superintendents. While we say that the Department finances its own activities, it will be observed that it finances activities of equal importance to other divisions of the profession.

CO-OPERATION OF COLLEGES AND UNIVERSITIES

A few years ago the charge was often made that universities and colleges were not in sympathy with the purposes and policies of the National Education Association. This criticism is no longer made, for it is easily seen that college presidents and professors are among the most active workers on committees and in other capacities in the Association. Leading universities and colleges have requested the Association to make its research division a clearing house for important lines of research work for the colleges throughout the country.

TEACHER TENURE

The profession is at last awake to the need of teacher tenure regulations in cities and states. The recent outstanding reports of the Committee of One Hundred on Teacher Tenure Problems have been distributed widely, and have resulted in better tenure regulations in a number of places and in a much better informed profession on the problem throughout the nation. The Association has been fully recognized as the main force behind the movement for teacher tenure in the public schools.

THE PRESIDENT LINDLEY CASE

Until recently the Association has left the matter of tenure in colleges largely to associations of universities and colleges, but on the dismissal of President Lindley of the University of Kansas for strictly political reasons, President Newlon considering that the Association stands for tenure for teachers, superintendents, professors and presidents alike, urged an immediate investigation by the State Teachers Association of Kansas, which is an affiliated unit of the National Education Association. Before the investigation had got under full headway President Lindley had been reinstated in his position. The message of President Newlon doubtless had great weight in forcing a reversal of judgment in this case.

TENURE FOR ALL

Many letters of commendation have been received from organizations in Kansas and from colleges and universities in other states. This has been taken as further evidence of the Association's readiness to defend the profession and of its influence and power with the public on educational questions and policies.

WHAT IS THE NATIONAL EDUCATION ASSOCIATION?

Members of the staff have written excellent statements setting forth the aims and ideals of the Association. It was left, however, to an assistant in the staff to write the best statement yet in print about the Association. It is as follows:—

The N. E. A. is the voice of American educators.
It broadcasts the educational ideals of the country.
It keynotes the aspirations of thinking people.
It brings to the spotlight worthy school activities.
It helps to organize unorganized units.
It serves as a clearing-house for local and state associations.
It advocates better salaries for better teachers.
It defends the good name of the teacher.
It works for the youth of America.
It is the power plant of the public school.

DEPOSIT IN BANK OF LIFE MEMBERSHIPS

Life membership is receiving new attention. The teaching profession has but recently come into its own. But now that it is generally recognized as a profession and since it feels the professional impulse itself, it will rise rapidly until it has the recognition and influence of other high-class professions. The National Education Association stands today as the greatest educational body in the world. A life membership card not only serves as a credential but is the highest type of credential that can be carried by members of the profession. Let every delegate help to increase life memberships during the next year and thus aid in carrying out the Association's program and help in giving every child a square deal. As a delegate, are you willing to deposit one hundred dollars in the bank of life membership?

HEADQUARTERS EFFICIENCY

For a better understanding of the work of the Association read the reports of each of the directors of divisions. Note the account of the work of the past year, the policies and plans for the coming year and the recommendations which are submitted for the consideration of officers and delegates. The tremendous volume of work in 1924-25 is not only due to well qualified faithful and efficient workers but to a loyal co-operative spirit found in few offices in the country. You may well be proud

of this headquarters staff. It is not at all surprising that a noted expert on efficiency picks out our organization as one of the best examples of well-balanced efficiency in the United States.

THE VISION

The unparalleled development of the sciences of surgery began a few years ago with the vision of two brothers in an out-of-the-way place, still the leaders in the greater progress being made year by year, who are now only two of thousands of surgeons who have caught the inspiration and vision for the future of their profession. How few among the educators in 1915 had the vision of an organized all-inclusive teaching profession in the United States. The membership has doubled the fourth time since that date. The service which the Association renders to the profession and the schools has increased proportionately.

PROSPERITY DURING NEXT DECADE

The few thousand who could see the opportunity of the Association for the immediate future has swelled to twenty times what it was then. These larger numbers who have the perspective of a much larger and more serviceable national association with the momentum from the progress of the past decade means unprecedented prosperity during the years to come—provided that officers and delegates continue to unselfishly meet the responsibility of their positions.

Association Accounts

By Mrs. HELEN T. HIXSON

Director of the Division of Records and Accounts, N. E. A. Headquarters, Washington, D. C.

A decided improvement in the financial standing of the Association and an increase of eighteen thousand cash memberships, appear in the report of the assistant treasurer, Mrs. Helen T. Hixson, director of the Division of Records and Accounts of the National Education Association, reporting before the fourth business session of the Association's Representative Assembly.

A new system of handling the accounts was put into operation during the past fiscal year. According to the director of this division, the system has met with general satisfaction. It is elastic, allowing for new accounts to be set up as business demands, and old accounts to be discontinued. Each month a trial balance and financial statement is prepared which gives the monthly distribution of income and expenses. Copies of these statements are distributed to heads of divisions and all officers of the Association.

The budget system, inaugurated by Miss Olive M. Jones, vice-president of the Association, has been fairly successful. It has accorded a tangible base upon which the budget committee for the coming year can work.

To keep up with the rapidly increasing membership of the Association additional work falls on this division. Many letters are sent out daily asking for verification of names, addresses, etc. Over thirteen thousand corrections in the files were made during the year. The co-operation of each member in keeping the division informed of any change in address will be greatly appreciated.

Association as Publisher

By JOY ELMER MORGAN

Director of the Division and Editor of the Journal of the National Education Association

The publications of the National Education Association began with an eight-page leaflet in 1857. They have developed into the greatest single set of educational literature in the world. For the fiscal year ending May 30, 1925, the Association published 1,766,800 pieces of literature, with a grand total of more than 108,000,000 pages. References to the Association's publications run like a golden thread through other educational literature.

The Division of Publications was organized in September, 1920. The Journal began publication in January, 1921. Its development has been accompanied by a remarkable increase in circulation and improvement in quality among other educational journals.

The Journal has been one of the big factors in the growth of the Association. The membership has increased most rapidly during the periods when the Journal has been most improved in size and quality. The Journal is being used more and more by teacher-training institutions who are recommending to their students that they begin their connection with the Association by taking out membership during the senior year.

The Proceedings of the Association give a continuous record of its meetings and activities from 1857. In the volume for 1924, pages 1041-60, is a list of the Association's publications from the beginning. It is an impressive record of educational thought. Another special feature of the Proceedings for 1924 is the brief historical note which has been inserted before the record of each department, giving an account of its establishment and growth.

In addition to the Proceedings and The Journal, the regular publications of the Association are now the Research Bulletin; the quarterly Bulletin of the Department of Elementary School Principals, including the Yearbook as the July number; the Yearbook of the Department of Superintendence, and reports of other departments and committees. The Association has also published during the year material on the Education Bill, the proposed Child Labor Amendment, and a book on William T. Harris.

Five years ago it was difficult to get from speakers advance material covering their addresses for publicity purposes. Each year since then educational workers have come better to appreciate the importance of the advance distribution of news material. The Association's publicity includes contacts with educational journals, daily newspapers, press associations, feature writers, magazine editors, and various class and trade publications. These publicity activities have led to the more careful preparation of addresses by speakers, to a better appreciation of educational publicity in city and state school systems, to a growing sense of the importance of education on the part of the general public, and to a clearer recognition by both educators and laymen of the Association's mission in the national life.

The position of the Association as the largest publisher in the world of literature on the problems of the teaching profession places upon it a corresponding responsibility. The Association is growing remarkably in numbers and in influence. It has the support of the best trained and most experienced teachers. The public has faith in its work and its leadership. The Journal, dedicated to the elevation of the profession as a whole and to the improvement of the nation's entire scheme of education, stands at the base of the Association's publications and work—supporting, interpreting, uniting, calling to every member of the great professional army to share his bit of interest and influence with his fellows throughout the nation, to the end that "earth's noblest profession" may contribute its share toward the security and advancement of mankind.

Service to Classroom Teachers

By AGNES WINN

Director of Classroom Service

The primary work of this division, as its name implies, is to render service to the classroom teachers of the country. Although other activities have developed since the organization of the division three years ago, service to the teacher has always been kept in the foreground. There are four avenues through which this service has been given: (1) teachers' organizations, (2) Department of Classroom Teachers, (3) the Committee of One Hundred on Classroom Teachers' Problems, and (4) correspondence with the individual teacher. My experience in teacher organization work in the West before coming to headquarters has proved invaluable.

During the past year I have kept in close touch with a large number of local organizations throughout the country, and through an inquiry sent out in the fall, information has been collected relative to their activities, professional programs, and membership that has proved useful in assisting organizations throughout the field and also in preparing a series of articles for the N. E. A. Journal. Progress for organization work has also been followed through local publications.

The officers of the Department of Classroom Teachers have been given assistance in planning for regional conferences which have proved most successful in taking the program of the National Association to the teachers in all parts of the country. Help has been given along other lines whenever the officers requested it. Assistance has been given to the Department of Kindergarten Education in the preparation of the report "General Principles of Kindergarten Education in the United States." The interests of eight other departments of the Association and several allied organizations have been cared for through this division. It has been a privilege to act as a consulting member from the headquarters' staff for seven of the Association's committees, among which was the Committee of One Hundred on Classroom Teachers' Problems.

Series of articles of interest to classroom teachers have been prepared for the N. E. A. Journal. This division has acted as a clearing house for the programs of departments and allied organizations for the summer meeting, including the assembling of the material for the official program. During the coming year the director is planning to work closely with the Division of Records and Memberships on ways and means of bringing before the teachers of the country the professional program of the Association. It has been a privilege to work with the men and women of the headquarters' staff during this important year of our financial history. We are looking forward to larger opportunities of service and accomplishment. The balancing of the budget has given us new hope and courage, and I am sure all of us will take up our work for the coming year with renewed inspiration and enthusiasm.

The Educational Outlook

Revision of Curriculum Will Be the Dominant Issue in American Schools During the Next Quarter Century

By JESSE H. NEWLON

Retiring President of the National Education Association and Superintendent of Schools, Denver, Colorado

Any program that is aimed at teaching youth what to think in controversial matters is a menace.

Some of us insist that youth shall be taught to hold particular views. Such a policy is inconsistent with the ideals of liberty and freedom on which our government was founded. Such a procedure is dangerous and the schools must stand constantly against it.

It has been our privilege to live in an heroic age. This period has witnessed astonishing progress in science and industry, resulting in a vast accumulation of wealth. Scientific discoveries and inventions have profoundly affected social and economic conditions. Education has been profoundly influenced by these events.

The last quarter century has witnessed tremendous changes in education in this country. Public schools have prospered. In enrollment, in type of service, in financial support, in buildings and equipment, in good-will, their unusual growth has been in keeping with the character of the period.

Certain tendencies are indicative of what will dominate the future. They include: The importance and need of educational research, the curriculum revision movement and the new demands that are being made of the schools, the new relationship between school and home, the support of public education, the growing consciousness that education is a matter of national concern, the problem of interpreting the schools to the public, and the work of education associations and the World Federation of Education Associations.

Through the application of educational research, many important facts concerning the educative process have been discovered. These discoveries have resulted in a marked improvement in teaching. Good teaching is now dependent on the acquisition of specific, organized facts and skills that constitute the body of knowledge pertaining to education that has been created through scientific inquiry and investigation. Educational research has, through the accumulation of a body of professional knowledge, created a profession of teaching.

The American people are spending two billion dollars annually on education. If our courses of study and methods of instruction are ten per cent. inefficient, the resultant economic waste is two hundred million dollars annually. It is impossible to estimate what the country loses in character, in good citizenship, in future productiveness, through ineffective teaching. Larger sums must be made available for research. The best interests of the country demand it. Failure to increase appropriations for research will retard the development of schools and at the expense of future good citizenship.

Partly as a result of the findings of the scientific study of education and partly as a result of the startling social and economic changes brought about by inventions, scientific discoveries, the World War, and other influences, the people have suddenly awakened to the fact that our public school curriculum is not adapted as it ought to be to the needs of the individual and of society. We are therefore witnessing a feverish attempt to revise our courses of study and bring them into line with the findings of research and our present knowledge of social and civic needs. This process of curriculum revision will be the dominant issue in education in the next twenty-five years. Courses of study and methods will assume major importance not only in the minds of teachers but in the mind of the public as well.

Certain groups are trying to influence or dictate the curriculum. Certain patriotic societies would write our histories in a particular manner. Capital and labor do not always agree as to what economic and social phenomena may be properly treated in the schools. Advocates of certain religious beliefs have voiced their opposition to the presentation of certain scientific hypotheses. Teachers must stand firmly for the teaching of the truth. In controversial questions, we must demand that both sides be presented.

The American people are beginning to see that the character of the people a century hence or fifty years or even twenty-five years hence will be determined in large part by the type of education which they receive in the schools. In view of this fact, the content of the curriculum and the methods of instruction employed have become a matter of supreme concern.

In the past generation a rapid expansion in the school program involved numerous additions to the curriculum and the addition of new types of schools, particularly vocational and technical schools. There will probably not be so many new types of schools and curricula in the coming years, but the present system will be reorganized and perfected and its procedures refined.

The National Congress of Parents and

Teachers is largely responsible for the increasing intimacy between the school and the home. The joint study of educational problems by teachers and parents is of supreme importance. This problem of articulation between school and home, between church and all other educative agencies will be a dominant problem in the next quarter century.

A notable tendency in the past generation was the growing consciousness on the part of the people that education is a national as well as a local problem. This union is a union of states. Our nation will be as strong as the weakest link in this chain of states. Ours is a mobile people. Population is constantly shifting. If any state fails to maintain an effective public school system, that state is failing in its duty of preparing its youth for the responsibilities of American citizenship. As a nation, therefore, we are vitally interested in the educational program of every state.

American teachers are intensely patriotic and loyal to their own country and their own form of government. They believe that they can best contribute, through nationalism, to the solution of world problems. We recognize, however, that for the solution of world problems and particularly for the abolition of the evil of war there must be world co-operation and understanding. We believe that our nation, while preserving its own nationality, should co-operate with other nations in some definite way for the purpose of abolishing war and promoting the interests of humanity in all countries. The chief agency for the promotion of this better understanding must be popular education.

To accelerate this exchange of ideas the World Federation of Education Associations was formed at the instance of the National Education Association. This is another achievement of the first quarter of the twentieth century, a period of the most rapid advancement in the methods of education and of remarkable extension of the program of public education. Upon the foundation already laid we can build a great system of schools that will serve our country well and guarantee the perpetuity of American ideals. If we do our duty as a profession the people will never lose their faith in education.

The Year's Progress in Education

Attention Given to Moral Instruction, Intelligence Tests, Handicapped Children, Transforming of Normal Schools

By JOHN J. TIGERT

U. S. Commissioner of Education, Washington, D. C.

During the past year the tendency toward retrenchment and careful scrutiny of public funds has intensified throughout the country. As a result the schools have found it difficult to maintain a normal rate of progress. It has been necessary to provide educational facilities during the past two years for approximately 837,000 additional children. The increase in the elementary schools is 1.6 per cent. greater than in 1922, while the increase in enrollment in the high schools is 17.7 per cent. greater than in 1922.

Those responsible for direction and administration of the schools have been compelled to meet the increases in enrollment and consequently swollen costs in the face of a most persistent and general effort to economize, and in some places a determined attitude of inquiry if not actual suspicion that all increases are due to inefficiency, waste, and extravagance. There has been a pronounced danger in some quarters that the schools would suffer a distinct loss. Under these circumstances, it could hardly be expected that the legislatures, which met in most of the states during the year, would pass very much progressive legislation on behalf of the schools.

Very little reactionary legislation was passed, however, and the schools suffered a comparatively insignificant amount. About 1,000 consolidated schools were established during the past two years, making a total of 14,000 in the United States. The enrollment in consolidated schools is now nearly three million pupils and the annual expenditure for transportation is $30,000,000.

During the year there has been a tendency toward a wider adoption of the budget system for county and other school taxing units. A few states increased the state's contribution for schools during 1925. Outstanding among these are New York, which provided an increase of approximately $9,000,000 in its appropriation for school purposes, effective July 1, 1926; Montana, where an act referred to the people the question of providing for a five-mill state school tax; and Oklahoma, where a proposed amendment to the state constitution will, if ratified, provide for a state fund sufficient to make $15 available per pupil in attendance.

All efforts made in the 1925 legislatures to pass acts displacing popular election of county superintendents with appointment by county boards failed, but in several instances acts were passed which should improve the quality and training of county superintendents. There is little doubt that the conception of the properly qualified and professionally trained county superintendent is growing.

The year marked a continuation of a well-

defined tendency in recent years to transform normal schools into teachers' colleges with four-year courses and degree-conferring authority. This was done for two institutions in Arizona and nine in Wisconsin. Arkansas also changed the name of its normal school to "teachers' college" and increased the appropriation for its support. Some progress was made in six or more states in the direction of better qualification of teachers through improvement of certification laws of one kind or another.

One of the pronounced trends of educational progress during the past year has been an increased emphasis and a steady accomplishment in the direction of a reorganization of curriculum material to meet modern needs. Particularly encouraging is the interest displayed in revising the elementary school curriculum. Every child is affected by the elementary school, since all children are required to attend school for a certain number of years. Three-fifths of the children of the country never receive more education than the elementary schools have to offer. It is thus evident that the elementary school curriculum is a vital factor in our national life.

Various organizations and schools of education are actively engaged in studying the problems of the elementary school curriculum. Many city courses of study have been revised or are in process of revision. Scissors and paste are no longer used when a course of study is being revised. Teachers, supervisors, subject research specialists and others make careful studies of the needs of the child and of the community and base the course of study upon these needs.

However, this movement for a scientific modern curriculum has not yet reached the point where one can profitably summarize the advance which has been made on a national scale, but one cannot think of educational betterment without turning his mind to the attention that is now generally given to curriculum reconstruction.

There has been an awakening, too, with reference to the needs of moral and character instruction in the school. A variety of plans and programs have been put into operation in many places. These are practically all in an experimental or evolutionary stage, and quite local. In reviewing the year, I think that we are all aware of the fact that very definite attention has been given to the problem of better individualized instruction. The year marks a distinct step toward more adequate opportunity for the individual pupil and away from the old mass methods. Individualized instruction was a subject of much discussion at the Department of Superintendence meeting in Cincinnati and at other important educational meetings during the year. A joint conference on the subject was conducted at Philadelphia under the auspices of the Bureau of Education in co-operation with the University of Pennsylvania.

Standardized intelligence and achievement tests, which until recently were subjected in many places to either doubt or dogma, have become practically universal in our city school systems, for one purpose or another. Today school superintendents who do not employ these tests find themselves in a rapidly diminishing group, looking on as the educational world moves away from them.

A number of states now specifically authorize local school boards to provide schools or classes for the deaf, blind, the backward or crippled child, and in some instances state funds are allowed in aid of these special schools or classes. In 1925, a half dozen or more states passed laws designed to promote the education of the physically or mentally handicapped. Massachusetts provided for the care and treatment by cities and towns of underweight and undernourished children. Rhode Island authorized transportation of crippled children to school. New York, Pennsylvania, Delaware and Ohio all passed laws affecting the welfare of handicapped children.

Convention Jottings

Miss Mary McSkimmon, principal of Pierce School, Brookline, Massachusetts, was elected president, to succeed Jesse H. Newlon, of Denver, Colorado. The rival candidate was Miss Cornelia S. Adair, of Richmond, Virginia. The vote stood 507 to 322.

Attendance estimated at 10,000, approximately the same as at Washington and Boston conventions of the Association.

Pittsburgh won over Los Angeles for the 1926 convention.

The Association decided to drop the hundred-billion dollar Federal aid project, but will actively support a bill calling for a Department of Education with a secretary in the President's Cabinet and a maintenance appropriation of $1,500,000.

Other Noteworthy Messages Heard at Indianapolis

Progressive Forces

By FRANCIS G. BLAIR

State Superintendent of Public Instruction, Springfield, Ill.

Representative Assembly, National Education Association.

The National Education Association must resist with all its power the attempt that is being made to put an iron band around the growing tree of education. In addition to the stratifying influence of fixing by law the specific subjects which shall be taught, we are now faced with a more dangerous proposal to prohibit by law the teaching of certain subjects; a proposal which may close the door to free and open investigation of the truth and padlock that door with a statute. In the life of every teacher there must be a constant struggle against these forces of stratification.

There is much of value in the past. Every good idea, every good emotion, every worthwhile thought of the past is just as living and vital today as it was at the time it was felt or conceived, unless that idea has become encrusted or overlaid by some sort of stratification which robs it of its life and vitality. This eruptive, reconstructive process within the individual, within the institution, is not a mere protest against the past. It certainly is not an avowal of a loss of faith in what has gone before. It is simply the struggle of the human soul to have life and that more abundantly. Every teacher within her classroom, in her community, with her daily round of duty, is constantly in danger of lowering the rate of her professional vibration and suffering stratification and consequent limitation of power and progress. Every influence that helps the teacher to keep her windows open towards the stars, to keep her ideas and ideals in the process of becoming, helps to create and maintain a living, growing educational opportunity for the youth of the Republic. This Association, whose membership represents teachers, research workers, thinkers, philosophers in every field and walk of public education, furnishes the greatest of all workshops for reshaping, remoulding all of the matter and forces in the educational systems of America.

This National Education Association should be the national laboratory where every question relating to the organization, administration and instruction of the public school system should be subjected to the acid test, reduced to its elements, recast and reshaped to meet the changing economic and social needs. It should be the open forum for the freest and frankest discussion of every phase of our wide-flung program of American education.

San Francisco teachers all get an increase of a dollar for each school day.

Professional Organization and the Superintendency

By MILTON C. POTTER

Milwaukee, Wis.

National Organization of Secretaries of State Education Associations, June 30

Civilization is a conflict between efficiency and democracy. The social forces aligned on either side are similar, the chief being (1) sex; (2) acquisitiveness; and (3) the will to power.

Some of the more ancient skilled service groups (divinity, architecture, engineering, law, medicine) have recently abated the nuisance of continual warfare within their ranks by means of the professional organization wherein the highest and the lowest, the most able and the least, meet upon the level. Therein they all may contribute to and all may share in the common fund of skills and knowledges. The professional association is a somewhat qualified and very strictly limited democracy. Therein has been discovered a reconciliation between efficiency and democracy.

From time to time, some follower has felt the fierce urge of his own executive instinct, impatient of long waiting, and out of temporary disorder in the ranks there has emerged a new school of practice, a new club, a new "church." But in these new groups there has once more recurred the spiritual passion for professional comradeship and the desire of the less skilful for the most successful to join them in professional organization. This upward yearning is democracy's apologia as manifested in all the learned callings.

The fierce contempt of the mental aristocrat towards any scheme to ascertain final truth or excellent method by voting about it has also been abated in the professional association. The skilled leach frequently despised the futility of democracy even while pitifully bandaging its broken limbs or gouged eyes. But in his professional association he has come by a becoming companionship tinged neither with pity not contempt. This alter-urge is the mental aristocrat's apologia. He has thus greatly widened the scope of his serviceableness; has become hundred handed. Thus may the superintendency hope to save itself from an arid executive isolation.

Walking thus in the footsteps of history, but with his face lifted to the rosy dawn of the future, a superintendent may avoid the fate of lonely priests and potentates. He thus serves more and he gets more than he gives. County, state, and national organizations welcome him. A few city teacher organizations exclude him. They lose much by such a pleb secession; they seriously impair the superintendency; they grievously injure the profession. No group or calling can be called professional which excludes a part of its acknowledged practitioners from its professional companionship.

Why Principals Should Organize

By LAWRENCE S. CHASE,
Montclair, N. J.

Department of Elementary School Principals, June 30

There are distinct signs that the elementary principals must become leaders and experts in education. The day is passing when either successful teaching experience or just long experience of any kind are sufficient preparation for the principalship. The principal in service must begin to help set the standards for the various types of heads of schools. As our educational systems are state institutions, the most natural and efficient principals' organization should be a state association. A questionnaire sent to all the states shows, unfortunately, that little progress has been made in the formation of elementary principals' associations. Twenty-five states replied, and of them only eight have any kind of state organization.

The prevailing plan has been to call the principals together at the annual meeting of the state association for a conference to listen to a program, but only one state can claim an organization which functions through the year. The New Jersey Association has been holding sectional meetings through the year and from the interest aroused, recommends this to other states.

The statement was recently made by a nationally known educator that "The greatest chance of improving the elementary school of America is to improve the elementary principal." Many will agree with this. The service of the elementary teacher is comparatively short on the average and the only chance at present for continuity of policy and able supervision of young teachers, is to have principals experienced and well-paid and with at least one year's special training.

It is the immediate business of the elementary principals to begin the professionalizing of their group. The best way to do this is to organize state associations which will function through the year as does the National Association of Elementary Principals. Standards of training, experience, pay, and achievement are pretty sure to follow.

Five Years' Accomplishment

By CHARLES M. HERLIHY
Massachusetts Supervisor of Adult Alien Education

Department of Adult Education, June 29

Education in English and citizenship for adult men and women has been established as an integral part of the public school systems in fifteen states, and the outlook is most promising for immediate expansion in a number of other states.

Immigrant education and classes for native illiterates have passed the experimental stage. Wherever the state and local governments have voted to spend money on this new type of educational work the native and foreign adults have grasped the opportunity to attend and have continued to attend at considerable sacrifice. Trained teachers equipped with texts and lesson materials suited to adult interests have helped 200,000 adults in public school classes during 1924-1925.

The United States Bureau of Education will appoint a specialist in adult education this year who will provide the necessary federal educational leadership in this new field. This appointment insures the future development of adult education in all sections of the country.

Instruction in elementary reading and writing for the 3,000,000 native illiterates and the 1,500,000 foreign illiterates is a public school responsibility which ought to be recognized by every local community. Illiteracy is a serious handicap in the exercise of good citizenship when one realizes the marked increase in the use of the referendum on vital state and national issues. The success of representative democracy requires a literate electorate and a citizenry that understands the principles on which our government is founded.

The Department of Adult Education is committed to the following program: (1) Adequate state and local appropriations for adult education; (2) trained teachers under competent leadership; (3) voluntary naturalization of aliens, and (4) organized programs of public education for native illiterates.

Inculcating American Ideals

By HOWARD BRADSTREET
Hartford, Conn.

Department of Adult Education, June 30

American ideals are vague and myriad. The civics class presents those that relate to the government and its underlying principles. They are not utopian plans towards which we may or may not be tending, but the working principles put into the working constitution of a new government. These principles are not based on abstractions. The divergent results of some 180 years of laboratory work in government in the colonies were brought to a focus in 1787, and out of them through acceptance, rejection, and compromise the constitution emerged.

The first problem in their inculcation is a clear conception of what these fundamental ideals are, and the second is that of showing the method of their development.

The first aid is history, especially biography and more especially the wrestling of different types of mind with the same problem—the Hamiltons and the Jeffersons. Every foreign-born knows the name of Washington. Few know to what an extent he represents the "English idea" as opposed to the "Roman." To appreciate Washington, they should know Napoleon; should understand the contrast between imperialism and democracy, between the

army and the school as the basis of the nation's life, between ambition for the crown and for the farm on the part of a leader. There is more meat in the story of Washington than has usually been set before the class.

Action on the part of the group is desirable. The short play dealing with personalities at important periods of our history is fundamentally educational. The use of club or organization methods in place of the regular class routine is still more valuable. Individual opinion brought into group action in some practical form, however slight, gives training in facing a question, making a decision, and abiding by the result—all of which are pre-supposed before handling the ballot, but which are all new to a large number of the foreign adults.

Programs for Illiterate Adults

By Miss CLUTIE BLOODWORTH
Montgomery, Ala.
Department of Adult Education, June 29

To teach illiterate adults requires qualifications of a high order. Patience, sympathy, professional training that gives the technique of teaching required for the particular task, and a breadth of education that will make the school session an experience of fine living—all these are the requirements without which the work may go toward but will never arrive at even a low goal.

If teachers of the type described are kept in the field they must be paid, and the salaries must be such that teachers can afford to continue in this line of work. Whether the training be given at normal schools as a part of the usual training, or after normal school graduation at institutes held for the purpose, I am not prepared to decide. But the teacher should be enabled to enter training for adult teaching knowing that she would find specializing for it as advisable as specializing in some other type of teaching.

The program must be adequately financed. If legislatures fail to provide sufficient funds, then business people must propose means of raising them. In developing any kind of educational program the directing force should be located in the State Department of Education because the department views the field from a vantage point, has already surveyed it, and is already in possession of the facts fundamental to the making of an educational program. The second need of the development of the program is the incorporation of the program of adult education as a part of the official general program. Third, the native illiterates must become acquainted with the entire group of people making them the beneficiaries of a program.

Courses of study prove the fourth of the outstanding needs. In the process of making themselves and their proposed social service known to the beneficiaries of their plans and in the closer sympathy and understanding thereby resulting, the promoters of a program will see goals begin to glow like wayside lights through the dusk leading to a marked place for arrival. The course of study takes shape. The fifth need is books, more textbooks for slow readers would make it possible for independence in reading to be attained more rapidly. Government bulletins are not usable by farmers and farm women because the print and the language make them hard except for skilled readers. Libraries containing books attractive to adults who are slow readers would hasten adult education at a rate impossible to estimate.

State and Local Support

By Miss WILLIE LAWSON,
Deputy State Superintendent, Arkansas
Department of Adult Education, June 30

Adult education shall become a permanent part of the public school system. The nation is striving for this in the Sterling-Reed Bill; each state is pushing forward to this end through state legislation and co-operative public sentiment; many localities have already attained the goal and are having regular night schools for adults of as long terms as the regular day schools.

The idea of giving each and every person a chance for all the training that he needs is new in the history of civilization. Before there will be the proper support for such work, the need of it must be shown and the results in personal happiness and economic progress must be proved. So long as there are those who believe that every man has a free and equal chance at life regardless of blood or environment or foods or training or even water and air, just so long will there be the task of "educating the educated."

Leadership is the keynote to success in this unique program. A leadership which can persuade the classes to give the necessary aid and a leadership which can persuade the masses to make use of the aid after it has been given; a leadership which has the enthusiasm to launch such a program and the practical knowledge and persistency to complete it.

Support has been forthcoming where it has been sought. The people are in a mood to be convinced that the world needs trained people in every job and profession. Too long we have accepted poor labor because of the excuse: "I didn't have a chance to learn"; too long have we endured low enrollment and still lower average daily attendance in our day schools because illiterate parents underrated the value of an education; too long have our charitable and correctional institutions had to care for those whom education and training would have saved from such a fate. Adult education is being accepted by the business, the religious and the social worlds in whatever sections of the country it has been introduced. Adult education is here to stay, because America still

believes in the principles on which it was founded—liberty and justice for all!

Training Teachers of Citizenship

By HENRY C. MORRISON

Professor of Education, University of Chicago

National Council for the Social Studies, July 3

The amount of time and energy and serious purpose devoted to the specific training of pupils, in citizenship, in spite of improvements, is pitifully inadequate.

Tax-supported schools exist for this purpose. Whatever else they do or leave undone, this at least must be accomplished.

All sound and effective education is in a sense training for citizenship, but it is a pity to lose sight of a definite and specific need in vague optimism that if an individual has passed through school he has thereby somehow become an intelligent and devoted citizen. Social science teachers have been content to be crowded into a small corner of the curriculum with a single course in community civics. There are needed not only courses in an elementary understanding of the community as a community and of the civil government of the American state, but also prolonged study of American civil institutions and of the economics of the state, particularly taxation. A pupil ought not to graduate from high school without an intelligent understanding of the application of politics to popular rule and of the menace of the demagogue. Finally, it might do our youthful pessimists good if they were obliged to study the history of social betterment.

A teacher who is qualified to carry on courses in citizenship evidently requires, in addition to professional courses in education, thorough study in political science, economics, and sociology. There ought to be devised in addition a special course or courses in elementary constitutional law designed especially to meet the needs of high school teachers. The master's degree in social science, with a minor in education, is clearly about the minimum acceptable.

Publicity Projects

By E. G. DOUDNA

Wisconsin Journal of Education, Madison

National Council of Teachers of English, June 30

The public is generally uninformed of the purposes, philosophy, standards, ideals, procedures, and organization of its schools.

It is loyal to the schools in proportion as it understands them, but appeals are often on a low plane—either ignorant criticism or equally ignorant eulogy. Sensational newspapers are the chief offenders, but the Atlantic is not innocent of carrying well written but misleading articles. The school has a real duty to inform the public through all avenues of publicity that are available. Its own publications, its expositions, exhibits, reports, meetings, organizations, are now generally well handled—but the problem of getting them attended to is another matter.

There is, however, a series of criticisms which have been made so often and so regularly that they have almost entered into our store of axioms. They are repeated in many forms but they tend constantly to reappear, and are unfortunately doing a great deal of harm, especially in the period of reaction from the high tide of idealism developed in the war period. A school system which through the English classes would set in motion the facts to counteract these myths will do itself and the cause of education a great service. I suggest that a counter-reformation against the staple criticisms or myths would be splendid English projects for citizenship. Here are the ten that one meets most often:—

1. Schools cost more than we can afford to pay for them.
2. Education is controlled by "Big Business."
3. The modern school neglects the fundamentals and over-emphasizes the accessory subjects.
4. The machinery of the school is too complex, too highly standardized, too lacking in inspiration.
5. The public school is Godless. It stresses the intellect only.
6. Modern education is without discipline. It has developed a very wicked generation.
7. Great men have succeeded without an education. Education hinders initiative.
8. Universal education will turn people away from work.
9. Farm children, with inferior educational opportunity, have best chance to succeed.
10. Teachers are impractical, visionary, radical and uninspiring.

Economics and the Community

By J. R. H. MOORE

Indianapolis High School

National Council of the Social Studies, July 2

What is the relation of any teacher to the community? In these days of high standards of living and of constantly increasing cost of schools, how much responsibility lies with any teacher to sell to the community the idea that the children of the community deserve the best that money can buy in the way of schools, no matter how high taxes are. This is a duty of salesmanship that belongs to every teacher whose heart is in his work.

In a sixth-grade group much good can be accomplished by using the habit of students of retailing at home "what the teacher says."

Ask the students to ask father to explain things. Give good references to the library about the things you want taught, urge the student to take books home, and suggest that he ask father instead of looking things up in the encyclopedia. It will do father good. Perhaps father will get an idea of what the schools are trying to do, and of what we mean when we say that we are trying to get the student to think.

As things go now, few homes of high school or college students know what their children are studying or who their teachers are. Parents rarely visit high school or college unless the child gets into trouble. When this happens, in such an atmosphere no one can interpret the school to the community with any certainty. Close acquaintance is essential to sympathetic understanding.

Co-operation, in its broadest sense, is the one necessity for the teacher in his task of interpreting the schools to the community.

Problem of Sex Education

By EDGAR F. Van BUSKIRK

Cincinnati

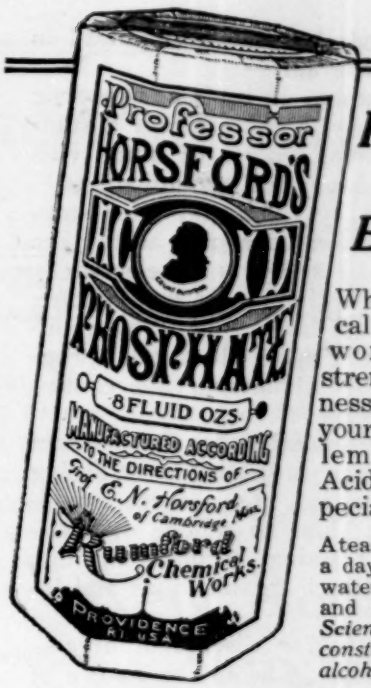
Department of School Health and Physical Education, June 30

Developing a healthy mind in a strong body should be the ultimate aim of health education. Recently public schools have made wide application of scientific knowledge about bodily health and disease prevention.

Medical inspection has been instituted; and well lighted, heated, and ventilated schools have been built. All of these things have to do primarily with bodily health. What is being done about the health of the mind or spirit? During the last twenty years much has been learned about the laws of mental health, and educators are beginning to apply this knowledge. Character education programs are being developed, based upon carefully ascertained scientific facts. This work is being linked with established health programs.

One part of character training relates to sex impulse, that great human force without which family life would be impossible. Sex education does not necessitate the introduction of a special course in the schools, but merely the inclusion of a few well selected topics in already established courses. In view of work done in recent years it would seem that sex education is ready to emerge from the experimental stage and set forth its aims and methods in such a manner as to merit the endorsement of all.

Cincinnati is one place where special sex education work has been in progress for several years. Starting four years ago, in a modest way it has steadily developed until now almost all of the grammar school principals have made provisions for scientific sex instruction to their graduating classes. There is no doubt but that whatever good such programs contain they eventually will be incorporated in the public schools of the country.



Fagged Out or Below Par

When either physical or mental overwork saps your strength, and weariness interferes with your everyday problems, Horsford's Acid Phosphate is especially valuable.

A teaspoonful three times a day in a glass of cold water gives instant relief and gratifying results. *Scientifically prepared—constant in quality—non-alcoholic.*

Horsford's Acid Phosphate

All Druggists

Rumford Chemical Works, Providence, R. I.

Granting of Scholarships

By EMMA PRITCHARD COOLEY

New Orleans, La.

Vocational Guidance Association, June 29

Grants of scholarships, as a phase of vocational guidance, have entered upon the most difficult period of its development.

It is no longer necessary to demonstrate the fairness of the plan, since a wide-spread interest has developed in the importance of conserving to the schools and, ultimately, to society, that small percentage of educational waste directly attributable to economic pressure. In many communities business men are leading the way in securing the finances for carrying on the work.

The second stage must deal with methods of co-ordinating scholarship work with other factors of the guidance program, of establishing standards of directing policies. In New Orleans scholarship work is so important a factor in vocational guidance that in the minds of many laymen there is no distinction between the department and one of its activities.

The following methods have been employed in co-ordinating the program:—

1. Award of scholarship on basis of economic need and mental ability, as a result of a summary of school records, reports of home visitor, mental tests and physical examinations.

2. Recommendation by counselor, after summary of conditions indicated above, as to type of school or course of study to be elected by beneficiary with view to later vocational choice.

3. Supervision of scholarship cases by counselor. Emphasis placed upon educational progress. Continuance of scholarship aid contingent upon such progress.

4. Placement, on graduation, by Department of Vocational Guidance in positions affording promotional opportunities. Or, where conditions warrant, scholarships to college or assistance for further training secured through co-operation of interested organizations and individuals.

Outstanding subjects for discussion are:—

1. Should scholarship aid be in the nature of a loan or a direct gift? 2. Should assistance be limited to the superior type of child? 3. If so, is this not contrary to the fundamental principle of guidance, which seeks to make education democratic in fact as well as in theory?

Latin in the South

By ALEXANDER L. BONDURANT

University of Mississippi

American Classical League, July 1

Latin today holds first place in the field of language in both the public and private schools. In the public schools there are over thirty subjects listed. In most of these schools Latin is an elective, but only in English, mathematics and history is there a larger enrollment than in Latin. The first two are usually required.

The South while hospitable to the newer subjects has remained firmly attached to the classics. An investigation conducted by the United States Bureau of Education in 1921-22 ascertained that there were enrolled in the Latin classes of the South 156,721 students, and in the modern languages combined 94,876, while in the entire United States the Latin enrollment was only slightly in excess of the total modern language enrollment.

There are seventy-three standard colleges listed in the Southern States; in twenty of these a minimum of one year of college Latin or Greek is required for the A.B. degree. In the remaining institutions Latin is extensively studied. Within the last few years the methods of teaching have been radically changed. The language is no longer regarded mainly as a means for mental discipline, today the majority of Latin teachers in school and college are humanists. Due emphasis is still given to forms and syntax, but as means to an end. The student is taught to read the language for its content and as the means of acquainting him with the life history of an imperial people. He studies the social, religious, and political life of the Romans, constantly comparing their life history with our own. He is taught that their problems are similar to ours, and that by knowing them he may be able to become a more useful American citizen. From the beginning the American youth is shown that Latin has become a vital part of our own language and literature, and that by knowing it he can better appreciate our literature, and handle more efficiently the mother tongue. The greatest need of the South today in this field is well-prepared Latin teachers; today the demand is much greater than the supply.

The Classical Investigation

By B. L. ULLMAN

University of Chicago

American Classical League, July 1

After enormous expense of time and money, the specialists who were selected to study the conditions of Latin in the high school have reported their findings. I am happy to say that they have found no organic defect, that they believe Latin still shows that remarkable vitality which has ever been the marvel of observers. Again and again experts in educational diagnosis have given it but a short time to live. But somehow the subject has always come back, to the discomfort and annoyance of the prophets. Experts like to be right just like other human beings.

The report gives as the most important ultimate objective of the first two years "increased understanding of those elements in English which are related to Latin." Over 50 per cent. of the commonest words in the English language are of Latin origin. The report shows that pupils who had studied Latin one year made an average growth in their knowledge of English words derived directly from Latin two and one-half times greater than that made by their non-Latin classmates of the same initial ability. By the use of special methods a gain three times as great can be made.

Seventy per cent. of the errors made in spelling the most common English words of Latin origin by seventh, eighth and ninth grade pupils are apparently remediable by the use of proper methods in the Latin class. Here again special methods produced a gain three times as great.

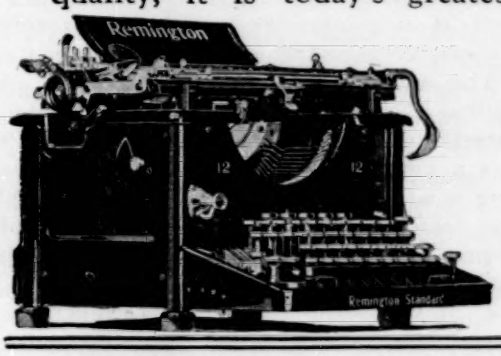
The report says: "The evidence from all

Its Performance Speaks For Itself

FROM every school, from every business house, from every individual user of the ***New Remington Standard 12,*** the testimony is the same.

All experience proves that in speed, in beauty of work, in ease of operation, in versatility, in time saving, in every outstanding quality, it is today's greatest typewriter value among standard machines.

Leading commercial educators the country over have testified to its surpassing efficiency as a teaching machine. In half a century of typewriter history no other standard machine has so quickly won the preference of teachers and students as the



New Remington Standard 12

Remington Typewriter Company
374 Broadway, New York
Branches Everywhere

REMINGTON STANDARD SINCE THE INVENTION OF THE WRITING MACHINE

sources indicates that the greatest need for reorganization of content is in the historical, cultural and appreciative fields." This involves in part an increase in simple reading at the expense of formal grammar.

The Typewriter in Education

By HARRY COLLINS SPILLMAN
Remington Typewriter Co., New York
Department of Business Education, June 30

The advent of the typewriter heralded an educational renaissance, and was followed by a tidal wave of demand for vocational and utilitarian subjects in our schools. Business colleges sprang up all over the land and began to teach our boys and girls for the purposes of life.

Within twenty years from the birth of the typewriter, the American schoolhouse had been turned upside down. Today there is hardly a college or university in the land that has not been shaken loose from its exclusive academic cast, while the American high school has become the university of the common people. To say that the invention of C. Latham Sholes had a large part in this educational awakening is not an idle compliment but an historical fact.

But Sholes' contribution was not only mechanical, social, political and educational—it was also spiritual. It is well to recall that although he invented the typewriter, he didn't perfect it. When he had done what he could with what he had where he was, he wrapped the infant in swaddling clothes and sent it down into the beautiful Mohawk Valley and to the town Ilion, famed already as the home of the well-trained artisan. To the House of Remington and to the world, the inventor said: "I feel that I have done something for the women who have always had to work so hard. This will enable them more easily to earn their living." Thus in surrendering the typewriter he sanctified it with the spirit of service. However better we may make the writing machine, we cannot divorce it from those inborn attributes of freedom and service wherewithal the inventor blessed it.

The typewriter is too big to belong to any man, or any organization of men—even to those who make it or those who buy it—the typewriter, thanks to the benediction of Sholes, belongs to humanity. Sholes didn't work for some of us; he worked for all of us. There is hardly a man so steeped in ignorance and scarcely a woman so circumscribed by poverty and squalor but that the life has been in some measure brightened and the task to some degree lightened by the invention of the typewriter.

Are We In Step?

By SHERMAN PERRY
American Rolling Mill Company, Middletown, Ohio
Department of Business Education, June 30

Business men of the executive type complain bitterly that the high school commercial course fails to turn out a product that can assume reasonable responsibility and perform duties speedily and accurately. Moreover, they say, young men and women are woefully lacking in that one essential without which life is a failure—initiative.

Long experience as a business teacher and years of work in one of our greatest industries have convinced me that this failure charged to the high school business training is true, and unless there is that sort of teaching that will turn out a dependable product, I believe leading industrial executives sooner or later will have nothing to do with the commercial departments of our public schools. They have never taken you seriously. They have never been "sold" on your services. They can be alienated, and if that comes to pass, it means "shut up shop," because business will refuse to be taxed to support a non-productive, but expensive commercial course.

When I was teaching, more than one keen business man said to me: "You're an expensive piece of overhead. You send to us young men and young women poorly trained, and I have to do what you were paid to do." And the office manager of one of Detroit's greatest industries said to me: "You commercial teachers don't know what we are doing, and you make no effort to find out, yet you flatter yourselves by thinking you can send us some one who knows more about our business than some of us who have grown gray at the work."

Business teachers can well afford to take their cue from that criticism. Get out of the classroom and find out what the business man wants. Talk with him. Get into his offices. Ask questions. He will gladly tell you all he can. He will even turn his offices into a laboratory for you, because he needs you. And, if he needs you, you need him.

As correspondence adviser for the American Rolling Mill Company, it is my job to try to improve our letters—to help those that write our letters to write better letters. Half of your students do not know what a sentence is. Punctuation is a puzzle. They scatter periods and commas with perfect abandon; but they know nothing about the colon and semi-colon. Rarely does one know how to use affect and effect, principal and principle, farther and further, lose and loose, it's and its, and the like. And when it comes to writing the simplest letters, they are failures.

As to pride in workmanship, they will hand in anything they think the boss will sign. If these conditions are to pass away, if commercial education is to take the place it so richly deserves, teachers must first be business men and women. They must not only know; they must be able to do. Boards of education must demand experience as well as training. Teachers will be selected not so much for degrees and diplomas as for scars.

Business Aspect of School Activities

By PAUL H. SEAY
Cincinnati, Ohio
Dept. of Business Education, June 30

High School pupils do not have to wait until they are outside the school walls to get experience in business. They constitute a community that is constantly engaging in some activity outside the prescribed courses. In Withrow High School, in Cincinnati, Ohio, the pupils have organized more than a dozen clubs which include such interests as debating, foreign languages, commercial law, and mathematics.

The office of the school treasurer, equipped with a check-writer, an adding machine, and a variety of files, and handling thousands of dollars a year, affords a fine opportunity for getting a varied experience as cashier, bookkeeper and file clerk. The school bookstore and lunch room furnish the pupils employed there a training in speed, accuracy and courtesy under the most trying conditions—everybody in a hurry.

In the school newspaper and the annual is to be found every problem that would confront an organization out in the business world doing a similar piece of work.

Where is there a finer place than the principal's office for seniors and juniors to become familiar with the business of a real office, meeting people, using the 'phone, and doing the varied work of the office?

All of these experiences help to bridge the gap that exists between the ordinary school life and the business world, and give the pupil a start rather than the usual shock and setback. His feeling of confidence is born of experience rather than the so-called nerve peculiar to the youth just out of school.

The Bookkeeping Recitation

By JAY W. MILLER
Gregg School, Chicago
Department of Business Education, June 30

Bookkeeping has always been regarded as the crux of the orthodox commercial course. Every commercial teacher should on this account know the principles of bookkeeping and be able to teach the subject in an emergency.

The approach taught will depend upon the system used. The teacher should know the various methods of approaching bookkeeping but should not confuse his students by teaching more than one. Whatever the approach used, it should and must be developed in easy and understandable terms. Go slow and be sure the student does understand.

The high school emphasizes the class method

of instruction—the business college, the individual plan. The logical method is doubtless a combination of the two plans.

Teach the student to think out the transactions for himself, but be ever on the alert to lend a helping hand before the student becomes discouraged. This will allay, although it will not cure, the "copying evil."

Rubber stamps, discriminatingly used, save the teacher's time. Erasure should be strenuously opposed. A carefully worked-out grading system should be used. Examinations should be short and frequent. Objective tests should be used with discretion in bookkeeping.

Give frequent drills in finding errors in the trial balance. Stress what the trial balance will and will not do. Use an articulation statement or skeleton ledger in helping to find errors. Utilize advanced students in helping to find errors in the work of the beginners.

Machine bookkeeping is important but not a substitute for knowiedge of the principles. Not all bookkeeping roads lead to the C. P. A. examinations.

Use the key sparingly. Do not allow it in the hands of the student. Memorize frequently used totals for rapid checking of outgoing papers.

Stay away from the desk as much as possible. Teach more—tell less. Study accounting as a background for more efficient teaching of bookkeeping.

The Great Edinburgh Educational Conference and Its Origin

(Continued from Page Thirty-five.)

Holland was guarding her frontier. This conference, had it been carried through eleven years ago, would have resulted in an international agreement which would officially have acknowledged education as an important factor in international relations.

The League of Nations has established a committee on Intellectual Co-operation in which the philosopher Bergson, the scientists Madame Curie and Einstein and Professor Murray of Oxford are perhaps the four out of the twelve best known in America. The first series of reports which the committee has decided to publish includes reports on intellectual life in Albania, Austria, Brazil, Greece, Hungary and India. Special reports have been published regarding the intellectual life in various other countries including Italy, Japan, and the United States. The report on the intellectual plight of Austria created an appeal to the universities, academies and learned societies of the world to send material to help renew the intellectual life of a suffering people. While this committee, from its headquarters in Paris, where it is subsidized by France, is carrying on various work among universities, nothing has yet been done for elementary and secondary education by any international official body. To accomplish this must be the next step forward. Professor Nitobe of Japan and the Princess Radziwill will go to Edinburgh from the League of Nations.

If nations are to live at peace with each other, they must understand each other and have common standards of ethics. The home training or lack of training colors all a child's thought. If father talks about "those dagoes and Sheenies," if mother flippantly alludes to "those tricky Japs," the poison of race prejudice begins to work. The logical development of the international viewpoint is presented in a course of citizenship and patriotism prepared by American women, members of the American School Citizenship League, who are experts in the philosophy and technique of teaching ethics and citizenship. Chief Justice Taft in his introduction to the book which is prepared for primary and grammar grades says: "The chapter on manners struck me as admirably adapted to remedy a growing evil among children trained in American homes and in American schools. The danger of the coming generation is a lack of respect for authority and a lack of sense of obligation to observe the rights and the comfort of others. . . . We hope and believe that there is a wide improvement in the increase of the fraternal spirit and of the social sense. Nowhere can this progress be clinched for the next generation so well as in our primary and intermediate schools. . . . There are much needed lessons in this book to impress upon the youth who are to receive them the idea that we are not the only people in the world; that we should earnestly cultivate friendship and sympathy with other peoples. These lessons will also arouse the proper aspiration for a settlement of international disputes by peaceable means."

The story of one's own country becomes linked with that of other countries. In every grade little ways of helpfulness are taught and a sense of responsibility developed from the start. The contribution of each race to American life is shown and the whole series of talks and suggestions culminate in the seventh and eighth grade work when the thought of the World Family and our relationship to humanity emphasizes what Bishop Brent has since put in trenchant form: "The true citizen today is a citizen of the world and his first loyalty is to mankind. Patriotism comes as a second loyalty to be checked, disciplined and determined by the larger loyalty." This is a hard saying for super-patriots who have never learned the truth of Lowell's noble poem, "The Fatherland," and know that we are not first of all French, or British, or Japanese, or Americans, but first of all human beings. The main purpose underlying this course in patriotism and citizenship is the main purpose of the Edinburgh Conference.

Book Table

[No publisher or author dictates one line that goes on this page. Nothing is said here that the Editors of the Journal of Education do not believe to be true.]

ELEMENTS OF COMMERCIAL ENGLISH. By J. L. Zerbe, University of Pittsburgh. Cloth. 415 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

There is one criticism of the schools of today which cannot be ignored. It is the criticism of the business office that high school graduates cannot spell words needed in business correspondence, cannot write a satisfactory business letter, cannot use correct business English.

It is inexcusable for any one who has been in a school system twelve years to be unable to do creditable work in business correspondence or in a business office in any capacity.

We hope specific criticism will come thick, fast and furious if high school graduates are not efficient. If it be true that a business or commercial school sends out students with greater efficiency than public high schools do then something is radically wrong somewhere. If this is anywhere near as true as the critics say it is then there must be something done at once to right this wrong.

In no subject does the textbook play as important a part in securing efficiency as in Commercial English. This book of Professor Zerbe is especially rich in specific helpfulness. Here is a good illustration of this:—

"That should *be preferred* to (a) *who* and *which* in restricted clauses. (b) *Who, whom* or *which* (1) after the superlative degree; (2) after the *interrogative who;* (3) after the adjectives *some* and *all;* (4) after a collective noun meaning a single idea; (5) after two antecedents, one requiring *who* and the other *which;* (6) when the use of *who* and *which* is confusing.

In every respect Zerbe gives a vast amount of practice for familiarity which tends to automatic correctness in the use of the right word, right spelling, right punctuation, right grammatical form.

EL PALACIO TRISTE. By Gregorio Martínez Sierra, and GANARSE LA VIDA, by Jacinto Benavente. Edited with introduction, exercises, and vocabulary, by Medora Loomis Ray, chairman of the Spanish Department, Washington Irving High School, New York City. Cloth. x+144 pages. Illustrated. Price, 72 cents. Boston: Ginn and Company.

In this attractive new Spanish text for second-year high school or second semester college classes Mrs. Ray has brought together two delightful plays by Jacinto Benavente, the foremost living Spanish dramatist, and by Gregorio Martínez Sierra, likewise an outstanding Spanish dramatist, respectively. Martínez Sierra, known in this country for his "Cradle Song" (Canción de cuna), has been translated in part by Granville Barker; Jacinto Benavente, winner of the Nobel Prize for Literature in 1922, is known here through his "Created Interests" (Los intereses creados) and "The Passion Flower" (La malquerida) and in the four volume translation of John Garrett Underhill. "El palacio triste" is an example of Martínez Sierra's skill in the short play of visionary and fanciful character, of which his "Teatro de ensueño" presents such excellent examples. "Ganarse la vida" is one of Benavente's beautiful little plays for children—but not solely for children!—in which he makes a moving plea for the child who has to earn his living, the "little poor relation" whose life is so often a hard one. Mrs. Ray has provided a brief introduction, the usual vocabulary, and unusually full and varied exercises, involving drill in vocabulary, idioms, grammar and syntax, conversation and composition. The book is charmingly illustrated. Both because of the excellence of the original material and because of the exceptionally good work of the editor, this little volume should be remarkably successful in Spanish classes throughout the country.

STUDIES IN SECONDARY EDUCATION.—II. University High School, University of Chicago. Paper. 200 pages. Chicago: The University of Chicago.

This educational monograph on "Studies in Secondary Education" is of great professional service because of masterful way in which the ten subjects are treated by recognized experts. "Accounting For the Progress of Superior Students," William C. Reavis; "An Investigation of Pupil Progress in Elementary Physical Science," Wilbur L. Beauchamp; "Testing Pupil Progress in Community Life English," William G. Kimmel; "The Voluntary Project as a Measure of Appreciation in Third- and Fourth-Year English," Martha Jane McCoy; "A Preliminary Experiment in Teaching English Usage," Edith E. Shepherd; "The Construction of Tests for the Measurement of Certain Achievements in French," Arthur G. Bovée, Karl J. Holzinger, and Henry C. Morrison; "Experiments With Advanced Courses in Social Science for High-School Seniors," Howard C. Hill; "The Worker in Modern Society: A New Social-Science Course," Mildred Janovsky Wiese; "Development of a First Course in Secondary-School Mathematics," Ernst R. Breslick; "The Organization and Administration of a First-Year French Course at the College Level," Otto F. Bond.

FAMOUS AMERICAN STATESMEN. By Sarah K. Bolton, author of "Poor Boys Who Became Famous," etc. Revised and enlarged edition, with 14 portraits. 384 pages. New York: Thomas Y. Crowell Company.

A most interesting way of reading history is by following the fortunes of its leaders. One gets behind the scenes and watches history in the making. To read Mrs. Bolton's interesting book is to follow the uninterrupted course of American history for a century and a half, from the time of the Revolution through the World War. The sixteen men she chose were so intimately concerned with our national destinies that we can watch world events through their eyes. Of course she begins with Washington, whose stirring adventures began in Colonial times and ended with the new nation. Then come Franklin, Jefferson, John Adams, Alexander Hamilton, and John Marshall. They are not portrayed as placid figures upon a pedestal, but flesh-and-blood men with passions, prejudices, rivalries, and personal interests. Madison, Jackson, Webster, Clay, and Lincoln carry us through the War of 1812, the slavery debates and other issues, culminating with the Civil War. The period since that war is represented by John Hay, Theodore Roosevelt, and Woodrow Wilson—men of widely diverse types, yet each concerned in a particular epoch.

Books Received

"Beginners Italian Reader." By Lawrence A. Wilkins and Catherine R. Santelli. Price, $1.28.—"Cantos Para Ninos." By Monserrate Delig. Price, 80 cents. New York: D. C. Heath and Company.

"A Course in Phonics for Intermediate Grades." By H. E. Waits. Price, 56 cents. Milwaukee: The Bruce Publishing Company.

"America's Need for Education." By Calvin Coolidge. Price, 80 cents. Boston: Houghton Mifflin Company.

"Primary Games to Teach Phonetics." By Anna Eliza Sample. Chicago: The Beckley-Cardy Company.

ESTABLISHED 1869

BEFORE SCHOOLS CLOSE

HAVE ALL TEXT BOOKS
PROTECTED BY FRESH, CLEAN

HOLDEN BOOK COVERS

So that your books can be distributed in September properly equipped to withstand and resist wear, weather and handling

Samples free

THE HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

Education in Action

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

President Charles A. Plumley of Norwich (Vt.) University will spend July and August in Europe.

The Massachusetts Institute of Technology will offer courses in methods of teaching junior and high school mathematics and physics, chemistry and general science in the summer session which begins July 6. Classes will meet five days a week.

Princeton, with a population of only 6,000, is believed to have a larger proportion of its residents included in "Who's Who" than any other community in the United States.

One hundred and forty-seven residents, or 2.37 per cent. of the total, are listed. Of these, ninety-seven are connected with Princeton University, while thirteen more are members of the faculty of Princeton Theological Seminary. A number of artists and writers also make their homes here.

Dr. Ransom A. Greene, at present superintendent of the Taunton State Hospital, has been appointed as superintendent of the Walter E. Fernald state school in Waverley, formerly the Massachusetts School for the Feeble-Minded. Dr. Greene will take his new post on July 1. He is only forty-four years old, but he has a long record of service in his chosen field.

If a bill now pending before Parliament is made a law, employers of school teachers in England, starting April, 1928, will be required to contribute to the school teachers superannuation fund, an amount equal to that contributed by the teachers, so there will be a total contribution to the superannuation fund of ten per cent. on salaries, according to advices received by the Bankers' Trust Company of New York from its British Information Service. The salaries of school teachers in Great Britain approximately upwards of £50,000,000 per annum. Under the act of 1918, known as the School Teachers' Superannuation Act, a provision is made for retiring pensions for teachers, and under the act passed in 1922, and renewed for two years in 1924, teachers are required to make a contribution to this fund annually of five per cent. of their salaries. Up to the present time employers have not been required to make any contribution.

It cost $60.27 per capita to operate 248 cities having a population of above 30,000 each for the year 1923, all outlays covered, according to Department of Commerce reports. The total is $2,361,049,079. The total of revenue receipts of the 248 cities was $2,132,309.63, or $54.43 per capita. The net indebtedness is $3,876,379,508, or $98.96 for every man, woman and child. The assessed valuation on which to raise the taxes for the same cities was 55,122,289,085, and the taxes levied amounted to $1,676,707,061, or $42.80 per capita.

Fred Clifton Gray, principal of the high school at Whitefield, N. H., will become principal of Lawrence Academy, Groton, Mass., next September. He is a graduate of Bates College and holds the degree of A. M. in education from Columbia.

All publications of Syracuse University will be brought next year within the jurisdiction and control of a faculty-student committee and a non-student business manager, according to a new policy announced by Dr. Horace A. Eaton, chairman of a temporary committee on publications appointed by the administration.

Mr. and Mrs. Louis J. Horowitz of New York city have established a fund at the Massachusetts Institute of Technology for the maintenance of an option in building construction, it is announced. This course will train men to prepare estimates of the cost of construction of large buildings and to superintend their erection. It will be

Wm. B. Ittner, Inc.

Board of Education Building, St. Louis, Mo.

Twenty-five years in School-house Planning and Construction

Nineteen years, Architect Board of Education, St. Louis

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES.

TEACHERS AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 402 Dillaye Bldg.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 210 Title Bldg.
Chicago, Ill., 28 E. Jackson Blvd.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.
Berkeley, Cal., 2161 Shattuck Ave.
Los Angeles, Cal., 548 So. Spring St.
Toronto, Can., 11 Leader Lane

Send for circular and registration form free.

The Corlew Teachers' Agency

GRACE M. ABBOTT, Manager

120 BOYLSTON STREET, BOSTON

closely related to the departments of architecture, civil engineering and economics. A scholarship of $2,500 will be granted each year to the most deserving student.

Professor Howard McClenahan, who has been dean of Princeton University for eighteen years, has accepted a position as secretary and executive head of the Franklin Institute of Pennsylvania, a scientific college founded in 1824 to promote science and mechanics.

Dr. Richard Stockton Meriam, assistant professor of economics at Harvard, will go to Amherst next fall, as associate professor of economics.

Dr. James R. Angell, president of Yale, will speak as representative of the New England colleges June 5, at the installation of Dr. James Lukens McConaughy as tenth president of Wesleyan. The new president is a graduate of Yale, class of 1909.

Harvard University is the richest educational institution in the United States; its endowment is $53,031,769. Columbia is next with $41,300,909, and Yale, Leland Stanford, Chicago, Cornell, Johns Hopkins, Carnegie, Princeton, Rochester and Pennsylvania follow in order. Harvard is also first in value of buildings, grounds, and equipment. Its plant is valued at $22,800,000. Yale is second with $21,089,690; and Columbia, Pennsylvania, Chicago, Massachusetts Institute of Technology, and Leland Stanford follow.

It is authoritatively reported that the Philadelphia North American, the oldest daily in that city and one of the oldest in America, has been sold to the Public Ledger Company.

EMERSON College of Oratory

HENRY LAWRENCE SOUTHWICK, President

The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean
HUNTINGTON CHAMBERS BOSTON, MASS.

THE ARLO BOOKS

READING—INTERPRETATION—EXPRESSION

THE LATEST ARLO BOOK NEWS

Philadelphia and Trenton both add ALLSPICE to their reading lists. North Carolina cities, such as Durham and Asheville, are adopting all the books as a part of their regular school reading course.

Can you afford to leave these books out of your schools?

CLEMATIS for 3rd or 4th grades	ARLO for 4th or 5th grades	ANITA for 5th or 6th grades
PATHWAYS for 6th or 7th grades	WHO KNOWS 4th grade and up	BUSY BUILDERS BOOK Upper first and second grades

By BERTHA B. and ERNEST COBB

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

MEETINGS TO BE HELD

JULY

6-11: American Library Association, Seattle, Wash.

29-31: National Association of Teachers in Colored Schools, Durham, N. C. W. W. Landers, 1004 Bridge avenue, Charleston, W. Va.

AUGUST

1-6: American Home Economics Association, San Francisco, California. Katherine Blunt, University of Chicago, Chicago, Ill.

10-15: Association of Agricultural Teachers of New York, Ithaca, N. Y. Stephen Salmon, Endicott, N. Y.

SEPTEMBER

3: Massachusetts State Normal School Teachers, Bridgewater. William D. Parkinson, State Normal School, Fitchburg, Mass.

OCTOBER

10: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie, Wyo.

14-17: National League of Compulsory Education Officials, Duluth, Minnesota. James R. Cannon, Providence, R. I.

19: California Teachers Association, Northern Section, Sacramento. Charles C. Hughes, Sacramento, California.

22-24: Indiana State Teachers Association, Indianapolis. Benjamin J. Burris, Muncie, Ind.

22-24: Utah Educational Association, Salt Lake City. J. T. Worlton, City and County Building, Salt Lake City.

28-31: Washington Education Association, Seattle, Tacoma and Yakima. W. H. Grayam, Puyallup, Wash.

29-30: Illinois State School Board Association, Decatur. W. B. Read, Peoria, Ill.

30: At Greenfield, Mass., Franklin County Teachers' Association.

29-31: Rhode Island Institute of Instruction, Providence. Clara E. Craig, Coll. of Ed., Providence, R.I.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado. Charles A. Lory, Fort Collins, Colo.

5: Wisconsin Association of Mathematics Teachers, Milwaukee. Wisconsin Association of Modern Foreign Language Teachers, Milwaukee, Mrs. Rove Buim, High School, Racine, Wis. Wisconsin Association of Vocational Schools, Milwaukee. A. G. McCreary, Beloit High School Building, Beloit.

5-6: Iowa Home Economics Association, Des Moines. Lillian G. Orr, 2019 Douglas street, Sioux City.

5-6: Kansas Association of Teachers of English, Kansas City. James R. Start, Kansas State Teachers College, Hays, Kans.

5-7: Colorado Education Association, Denver. H. B. Smith, 520 Commonwealth Building, Denver, Colo.

5-7: Iowa Association of Teachers of English, Des Moines. A. Starbuck, Iowa State College, Ames, Iowa.

5-7: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina. A. J. Stout, Topeka, Kans.

5-7: Minnesota Education Association, St. Paul. R. B. McLean, Teachers College, Moorhead, Minn.

5-7: Wisconsin Teachers Association, Milwaukee. A. G. McCreary, director of vocational education, Beloit, Wis.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg. Laura H. Carnell, Temple University, Philadelphia, Pa.

6-7: Wisconsin Physical Education Association, Milwaukee. W. O. Clark, Racine, Wis.

7: College Entrance Examination Board, New York City. Mary E. Woolley, Mt. Holyoke College, S. Hadley, Mass.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois. E. H. Lindley, University of Kansas, Lawrence, Kans.

10: Women's Educational and Industrial Union, Boston, Mass. Margaret McGill, 264 Boylston street, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis. W. H. Templen, Central High School, Kansas City, Missouri.

11-14: Missouri State Teachers Association, St. Louis. Ella V. Dobbs, Columbus, Mo.

12-14: Arkansas State Teachers Association, Little Rock, Ury McKenzie, Superintendent of Schools, Hot Springs, Ark.

12-14: Association of Urban Universities, Washington, D. C. W. M. Lewis, George Washington University, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis. T. M. Marshall, Washington University, St. Louis, Mo.

23-24: New York State Teachers Association, Syracuse. Theodore Zornow, Madison Junior High School, Rochester, N. Y.

23-25: South Dakota Education Association, Mitchell. C. S. Hall, Bellefourche, S. D.

24: Southern Industrial Education Association, Washington, D. C. Laurence R. Lee, 1228 Connecticut avenue, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond. E. G. McGehee, Charlotte, Va.

25-29: Virginia English Teachers' Association, Norfolk. H. A. Miller, Junior Night School, Petersburg, Va.

26-28: National Council of Teachers of English, Chicago, Illinois. F. W. Gosling, Superintendent of Schools, Madison, Wis.

26-28: Texas State Teachers Association (colored), Dallas. H. B. Pemberton, Marshall, Texas.

27-28: Maryland State Teachers Association, Baltimore. M. S. H. Unger, Westminster, Md.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City. F. C. Ferry, Hamilton College, Clinton, N. Y.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill. Elliot R. Downing, University of Chicago, Chicago, Ill.

28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City. Elsie I. Jamieson, Kensington High School, Philadelphia, Pa.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina. W. D. Hooper, University of Georgia, Athens, Ga.

14-18: California Teachers Association, Southern Section, Los Angeles. Claude W. Sandifur, Box 108, E. Third street, Lankershim, Calif.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Nature-Study Association, Kansas City, Missouri. M. R. VanCleve, Board of Education, Toledo, Ohio.

28-30: Illinois State Teachers Association, Springfield. E. C. Fisher, Superintendent of Schools, Peoria, Ill.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: Florida Education Association, Jacksonville. Joseph Roenur, Gainesville, Fla.

29-31: Pennsylvania State Education Association, Scranton. Jessie Gray, Philadelphia, Pa.

29-31: Modern Language Association of America, Chicago, Illinois. B. J. Vos, Bloomington, Ind.

TEACHERS' AGENCIES

BARDEEN-UNION TEACHERS AGENCY

DISCRIMINATES IN SELECTION
RECOMMENDS WITH EMPHASIS
FOLLOWS UP TEACHERS PLACED

Prompt and Careful Response to Inquiries. Free Registration.

BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY

40TH YEAR

25 E. Jackson Boulevard, Chicago,
437 Fifth Ave., New York.
Symes Bldg., Denver, Colo.
Peyton Bldg., Spokane, Wn.

TEACHERS WANTED especially those desiring Promotion. Operate everywhere. Best Schools, Colleges and Normals our clients. Send for booklet, "Teaching As a Business."

AMERICAN and FOREIGN ::: TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address
Mrs. M. J. YOUNG-FULTON, 23 Union Square, New York.

Kellogg's Agency recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place or know where a teacher may be wanted, address H. S. Kellogg, 31 Union Square, New York

SCHERMERHORN TEACHERS' AGENCY

Established 1855

366 FIFTH AVENUE
New York City
Charles W. Mulford, Prop.
BRANCH OFFICES:
1386 Euclid Avenue
Cleveland, Ohio.
406 Union Trust Building
Pittsburgh, Pa.

A superior agency for superior people. We register only reliable candidates. Services free to school officials.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

WINSHIP TEACHERS' AGENCY

We have unusual facilities for placing teachers in every part of the country.

6 Beacon St. . . Boston, Mass.
ALVIN F. PEASE, Manager
Long Distance Telephone
Member of National Association of Teachers' Agencies